

(SCHOOL DISTRICT LETTERHEAD)

DATE: (INSERT)

TO: (DISTRICT NAME) Staff

SUBJECT: Notice of Adequate Yearly Progress

You all are aware of the federal No Child Left Behind (NCLB) Act, which requires schools to assess students annually and to meet student achievement goals. If a school does not meet those assessment and achievement goals (termed “adequate yearly progress” or AYP) for two consecutive years, and if the school receives federal Title I funds, then it is placed on a federal “Schools in Need of Assistance (SINA)” list and subjected to federal sanctions. As a reminder, schools or districts are cited if they a) don’t meet 95% participation rate for assessments, b) don’t meet student achievement goals, or c) don’t meet attendance rate for elementary and middle schools or graduation rate for high school.

We have been notified that the (DISTRICT NAME) schools listed below did not make AYP and have been designated as SINA. Please note there are various levels within the SINA designation, and different sanctions are applied depending on the level and whether the school receives Title I funding.

- Non-Title I schools and/or districts receive no sanctions.
- Level 2 Title I schools must offer a school transfer option, if possible, to eligible students.
- Level 3 Title I schools must offer both a school transfer option, if possible, plus supplemental educational services to eligible students.

Please remember that the SINA designation refers to federal criteria and does not reflect the overall quality of our school. We know our schools are dedicated to providing a superior education that ensures academic success for all its students. All of our schools remain fully accredited in complete compliance with State of Iowa regulations, including quality curriculum and teaching staff.

NON-TITLE I SCHOOLS (NO SANCTIONS)

1. List each school separately and include the reasons it missed AYP.
2. For example: River Elementary, 4th grade, math, 60% proficient (64% target)
3. Lakeview High School, 11th grade, 90% participation (95% target)

LEVEL 2 TITLE I SCHOOLS (OFFERING SCHOOL CHOICE)

1. List each school separately and include the reasons it missed AYP
2. Beaver Creek Elementary, 4th grade, reading, 89% participation (95% target)
3. Prairie Dog Elementary, 4th grade, 85% average daily attendance (95% target)

LEVEL 3 TITLE I SCHOOLS (OFFERING SCHOOL CHOICE AND SUPPLEMENTAL SERVICES)

1. List each school separately and include the reasons it missed AYP
2. Blue Sky Elementary, 4th grade, reading, 55% proficient (65% target)

INSERT IF APPLICABLE: WE ALSO MISSED AYP AT THE DISTRICT LEVEL. THE SANCTION FOR DISTRICTS THAT MISS AYP IS THE REQUIREMENT THAT THEY FILE AN IMPROVEMENT PLAN WITH THE STATE. AS YOU KNOW, ALL DISTRICTS ALREADY FILE A COMPREHENSIVE SCHOOL IMPROVEMENT PLAN WITH THE STATE, AND AN ADENDUM TO THAT PLAN WILL ADDRESS ANY NEEDED CHANGES.

You’ll note that all of the Level 2 and 3 schools are elementary; that’s because many Iowa school districts choose to target Title I funding to the elementary grades in order to provide the earliest possible intervention for at-risk students. It also means those schools will be sanctioned while others are not.

About ##% of Iowa schools and ##% of Iowa districts missed AYP and have been given the SINA designation

HOW (DISTRICT NAME) SCHOOLS WILL IMPROVE:

We have many indicators that show (DISTRICT) schools are offering a top-quality education, but we also recognize that continuous improvement is important to ensure all of our students are reaching their highest potential. Using data about the students and their achievement, building staff at every location already has begun to identify areas for improvement. For example:

- List specific programs you have implemented to improve academic achievement.
- Include professional development opportunities for teachers.

STUDENT REQUESTS FOR SCHOOL TRANSFER (LEVELS 2 & 3 SCHOOLS):

Each Level 2 and 3 school that receives federal Title I funds must notify its parents of their school transfer options. Eligible students may apply for a school transfer by requesting a transfer form from our district office, at (PHONE NUMBER). Space is limited, so requests for transfer will be prioritized by the need of the student, based on ITBS scores. Parents who wish for their child to remain at (SCHOOL NAME) are not required to take any action. (OR: UNFORTUNATELY, OUR SCHOOLS ARE NOT ABLE TO PROVIDE SCHOOL TRANSFERS BECAUSE THERE ARE NO SCHOOLS AVAILABLE FOR STUDENTS TO ATTEND. [IF POSSIBLE, GIVE EXAMPLES OF ACTIONS, SUCH AS PROVIDING TUTORS, THAT YOUR SCHOOLS ARE TAKING.])

STUDENT REQUESTS FOR SUPPLEMENTAL EDUCATIONAL SERVICES (LEVEL 3 SCHOOLS):

Level 3 buildings also must inform parents that supplemental education services, such as tutoring before or after school, is available for eligible students. A list of approved service providers is available from each building office. Parents must contact (NAME) at (PHONE) to obtain a form to request supplemental education services. Questions about whether a student is eligible, or about which service might best meet the needs of a specific student, should be directed to (NAME) at (PHONE). Unfortunately, the district is not able to provide transportation to the supplemental service locations. Transportation will be the responsibility of the parent.

It is important for us to reassure parents that students continue to receive a high quality education at (DISTRICT NAME) schools. The assessment results cited by NCLB are one useful measurement for us, but we also have many other indicators to demonstrate that our students are indeed high achievers. You'll note from our school report cards that each class in each school has a number of success stories. For instance:

- Specific examples of student achievement, ie district assessments, ACT scores, AP courses taken, or graduation rates.
- Teacher qualifications, such as percent with advanced degrees.

We are very proud of our students and of the education they receive from the staff at (SCHOOL NAME). We also are committed to continuous improvement, and so will continue to seek new data and make any changes necessary to benefit student learning. We appreciate and depend on your ongoing support and assistance, and welcome your suggestions.

Sincerely,

District Superintendent